

## Deaf Isnt Dumb

Instruction of the deaf and dumb; or a theoretical and practical view of the means by which they are taught to speak and understand a language; together with a vocabulary. One deaf. One mute. One blind... We made a right threesome! Bryan Shorthose meets Sergeant Bernard West and Corporal Tony Meredith when he joins the regiment as Second Lieutenant. They get along well as a squad, but their bond becomes unbreakable one fateful day in Iraq- the day they get hit by a sudden explosion which leaves Bryan blind, and his sergeant and corporal deaf and mute. In the hospital, Bryan begins to feel something special in Corporal Meredith's touches. Though he cannot see Tony, Bryan finds his touches comforting. As for the now-mute Tony, though he cannot speak, he makes his affection for Bryan felt. Things come to a head when the deaf-mute-blind threesome move in together, seeking the best possible solution to cope with their disabilities. Together, they attempt to navigate their new world. While being newly disabled is hard enough, however, Tony has a bigger problem: Does Bryan feel the same way? \*Gay romance for mature audiences. Sample: I tried to picture myself on my knees behind the kneeling Tony, moving my hips back and forth and seeing my cock move in and out of him. It was a blurred but enjoyable scene that my mind conjured up and I liked this fucking of him. I kept a firm grip on his hips as I moved, moving faster as I felt myself nearing my peak and finished up by ramming myself tight up to his bum as I started to cum. It was just my hips jerking tight up against his bum as I shot my load into the condom in his backside, holding tight to his hips, my fingers digging into the flesh until I'd finished. Only then relaxing my grip on him as I came to a stop. Feeling drained inside but exultant that I'd been able to do this. My whole body structure relaxed as I moved back to sit on my heels, feeling my cock slide out of him, glad now that I had agreed to do this to him. I felt the bed move as he moved and heard the whisper of tissues and felt his hand cover my cock and felt the condom being pulled off. Next, I had his mouth once again on the head of my erection and felt him sucking and licking me, finding out later that it was the residue of my sperm that he was taking into his mouth, his tongue then cleaning me up...

The First Volume in the "Gallaudet Classics in Deaf Studies Series", Albert Ballin's greatest ambition was that The Deaf Mute Howls would transform education for deaf children and more, the relations between deaf and hearing people everywhere. While his primary concern was to improve the lot of the deaf person "shunned and isolated as a useless member of society," his ambitions were larger yet. He sought to make sign language universally known among both hearing and deaf. He believed that would be the great "Remedy," as he called it, for the ills that afflicted deaf people in the world, and would vastly enrich the lives of hearing people as well."--The Introduction by Douglas Baynton, author, Forbidden Signs. Originally published in 1930, The Deaf Mute Howls flew in the face of the accepted practice of teaching deaf children to speak and read lips while prohibiting the use of sign language. The sharp observations in Albert Ballin's remarkable book detail his experiences (and those of others) at a late 19th-century residential school for deaf students and his frustrations as an adult seeking acceptance in the majority hearing society. The Deaf Mute Howls charts the ambiguous attitudes of deaf people toward themselves at this time. Ballin himself makes matter-of-fact use of terms now considered disparaging, such as "deaf-mute," and he frequently rues the "atrophying" of the parts of his brain necessary for language acquisition. At the same time, he rails against the loss of opportunity for deaf people, and he commandingly shifts the burden of blame to hearing people unwilling to learn the "Universal Sign Language," his solution to the communication problems of society. From his lively encounters with Alexander Graham Bell (whose desire to close residential schools he surprisingly supports), to his enthrallment with the film industry, Ballin's highly readable book offers an appealing look at the deaf world during his richly colored lifetime. Albert Ballin, born in 1867, attended a residential school for the deaf until he was sixteen. Thereafter, he worked as a fine artist, a lithographer, and also as an actor in silent-era films. He died in 1933.

The art of instructing the infant deaf and dumb -- Method of educating mutes of a more mature age, which has been practiced with so much success on the continent by the Abbé de l'Epée. Together with a brief historical account of the Institution, a list of the pupils, donors, subscribers, and specimens of composition by the pupils--and other documents shewing the present state of the Institution.

Vol. 26- includes the report on the schools for the deaf and dumb in central and western Europe by Rev. George E. Day.

Deaf, Dumb, Blind, Stupid. That's how Michael Anderson saw the world. Who would hear him? His cry for help would shake a congregation.

Discourses and Identities in Contexts of Educational Change presents the work of fourteen scholars concerning the United States and Mexico. The authors explore current and changing educational contexts through the relationship between discourses and identities. These are contexts in which the participants must negotiate multiple, and sometimes conflicting, positions. The empirical studies reported here are grounded in contemporary theories of sociolinguistics and literacy practices, social relations conceptualized in dynamics of power, and identity representations. The book uniquely contributes To The challenges facing different educational communities in specific contexts by using discourse and identity as the conceptual tools to analyze the problematic and often unclear relationship among diverse educational actors immersed in contexts of change at the local, national, and global levels.

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